



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

DATE: May 8, 2008

SUBJECT: **Approval of Proposed Performance Standards for MI-Access Participation, Supported Independence, and Functional Independence Grade 11 Science Assessments**

This item presents the proposed performance standards that are recommended for use with the MI-Access Participation (P), Supported Independence (SI), and Functional Independence (FI) Science assessments. These science assessments were administered to students in grade 11 for the first time this spring. MI-Access is Michigan's alternate assessment program for students with significant cognitive disabilities who are unable to participate in the Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam (MME) assessments.

Standard setting took place on April 29 and 30, 2008. The procedures used to set the standards are described in this memorandum, as are the results of the standard-setting activities. The Michigan Department of Education (MDE) Office of Educational Assessment and Accountability's (OEAA) Technical Advisory Committee (TAC), which is comprised of nationally recognized measurement and statistics experts, reviewed and approved the procedures used for the standard setting on April 17, 2008.

The procedures described for setting these performance standards are consistent with the procedures used for all other MI-Access assessments, as well as for the Michigan Educational Assessment Program (MEAP) and Michigan Merit Examination (MME).

Standard setting was carried out by three panels of Michigan educators and other Michigan stakeholders working under the direction of the MI-Access contractor and Department staff. Each panel worked on one of the following Grade 11 Science assessments: Participation (P), Supported Independence (SI), or Functional Independence (FI). The panelists were comprised of educators and other stakeholders experienced in the standard setting process as well as those for whom this was their first time as a standard setting panelist. As was the case with other standard setting sessions for MI-Access, great care was taken to make sure the sample of panelists was diverse with respect to educational experience, geographic location, level of educational attainment, and other relevant variables.

Each panel, composed of 7-8 panelists, spent two days reviewing the assessment instrument(s) assigned to it, the definitions of the different levels of performance, and the level of student performance on the assessment needed to achieve each of the three performance levels. Panelists discussed their opinions together, and repeated the judgment process twice, with additional performance information being provided during each round.

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At one point in the proceedings, panelists for the FI assessment were inadvertently provided with inexact data concerning the impact of their recommendations. The OEAA contractor conducted a follow up with all seven panelists and provided them with an opportunity to change their recommended cut scores if desired. A summary memo to OEAA of the process used is included in attachment A.

The performance standards adopted by the State Board of Education will define three levels of performance: Surpassed the Performance Standard, Attained the Performance Standard, and Emerging Toward the Performance Standard. These performance level labels are also used for other MI-Access assessments.

Panelists made their final judgments individually, and the resulting recommendations represent a compilation of these individual judgments, which were then reviewed by OEAA staff and TAC for final recommendations. These recommendations are presented below in tabular form. For Functional Independence, the tabled values reflect any revisions made by the panelists following their review of appropriate impact data. The TAC has recommended to OEAA that the tabled values be presented to the Board for approval.

Table 1 - Recommended Grade 11 Science Raw Score Cuts

Assessment Level	Attained	Surpassed	Maximum Score
Participation	49	81	90
Supported Independence	34	61	--
Functional Independence	21	28	--

The result of the standard setting process was to recommend science performance standards for each assessment. Attachment B presents impact data as the percent of students in each performance level. For comparison purposes, all content areas are included as well as Grades 5 and 8. At the end of the standard setting process, panelists were also asked to indicate their level of confidence in the standards they had recommended and evaluate the processes used to reach them. The results of these evaluations are presented as attachment C.

It is recommended that the State Board of Education approve the recommended performance standards for the MI-Access Participation, Supported Independence, and Functional Independence Grade 11 Science Assessments and direct staff to use these performance standards in reporting Spring 2008 results for each of these MI-Access science assessments.

Attachment A

7 May 2008

TO: Vince Dean, Steve Viger

FROM: Mike Beck, Questar

RE: Summary of MI-Access FI Standard-Setting “Reconsideration” Results

Over the past several days, the seven panelists in the FI standard setting activity have had the opportunity to review once more their Round 3 recommendations in light of inadvertent “impact data” that they were provided prior to their completing their final, Round 3 judgments on April 29-30, 2008. We received responses from all seven panelists. The Round 3 and, as appropriate, “Round 4” judgments are tabled below. These reported data are in terms of the ordered-booklet position, not the raw scores. Changes based on the opportunity to reconsider the Round 3 recommendations are indicated in italics.

Attained Standard		Surpassed Standard		
Judge Number	Round 3	“Round 4”	Round 3	“Round 4”
1	20	20	38	38
2	20	<i>19</i>	37	<i>39</i>
3	19	19	39	38
4	20	<i>17</i>	40	40
5	19	19	37	37
6	26	26	39	39
7	26	26	37	37
<i>Median</i>	20	19	38	38

It is clear that the majority of panelists felt comfortable with their earlier Round 3 recommendations and saw no need to revise these judgments on the basis of the corrected impact data. Each panelist was also given the opportunity to participate in a conference call concerning this issue if they chose to do so. None of the panelists actually called in for this call; several indicated that they didn’t feel the need for such a call.

Tabled below are the Rounds 3 and 4 medians (in both ordered-position and raw-score terms) and the corresponding statewide impact data.

Median Cut Score	Performance Category		
	Emerging	Attained	Surpassed

Round 3

Ordered Item		20	38
Raw Score		22	28
State Impact	43%	32%	26%

Round 4

Ordered Item		19	38
Raw Score		21	28
State Impact	37%	37%	26%

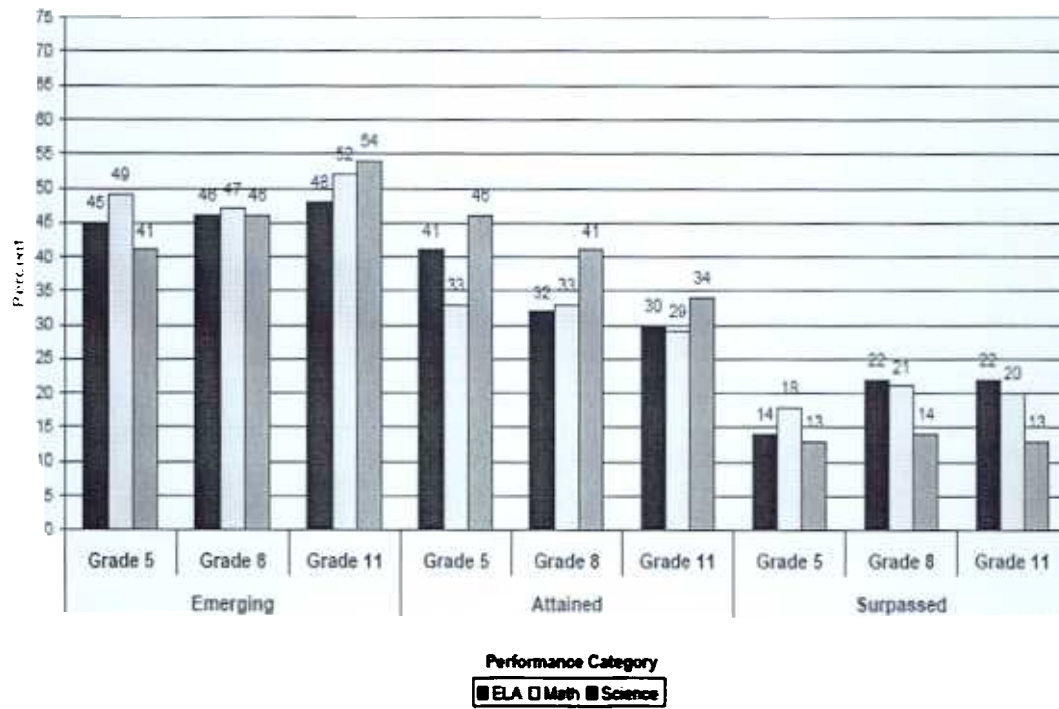
As the TAC, OEAA, and Questar, Inc. anticipated, the panelists made few and minor adjustments in their earlier recommendations based on the corrected information provided to them. The net effect of the changes was to reduce the Attain cut by one raw-score point, reducing the percent of students in the Emerging category by several percent, and correspondingly increasing the percent of students in the Attained category.

Questar recommends no additional adjustments to the panel recommendations, although we are prepared to discuss these results and related data further with OEAA if changes seem desired.

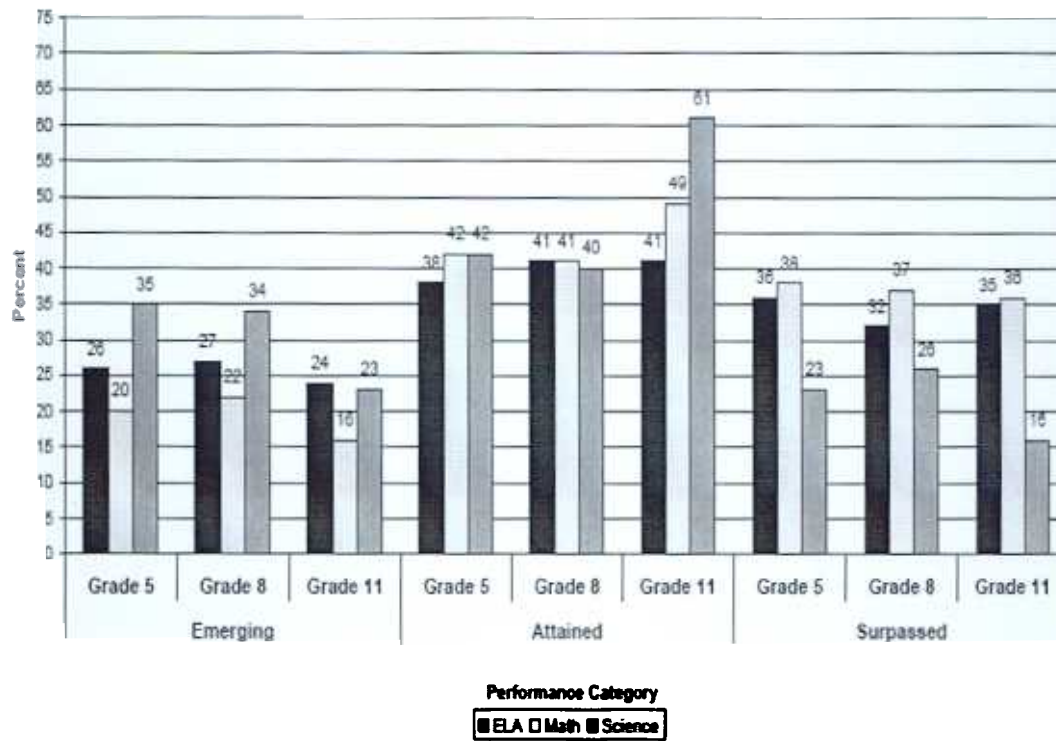
Mike Beck
5/7

Attachment B

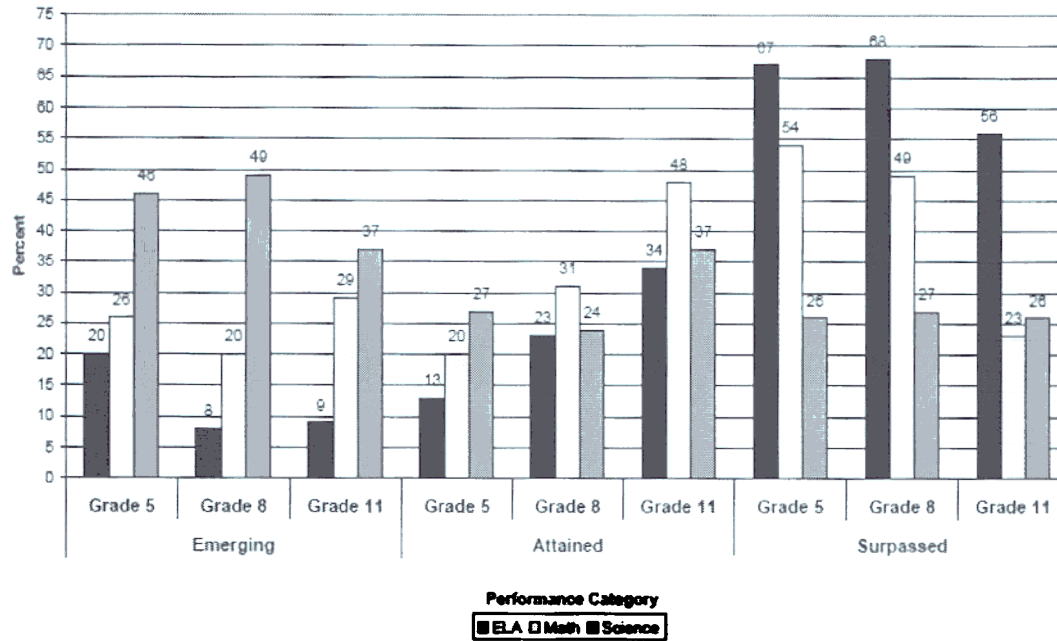
**MI-Access Participation
ELA, Mathematics & Science
Percents of Students Scoring in Each Performance Category**



**MI-Access Supported Independence
ELA, Mathematics & Science
Percents of Students Scoring in Each Performance Category**



**MI-Access Functional Independence
ELA, Mathematics & Science
Percents of Students Scoring in Each Performance Category**



Attachment C

Evaluation Form MI-Access Assessments Standards-Setting Sessions Grade 11 Science Assessments April 29-30, 2008 (21 Total Evaluations)

Please share with us your feedback about the standard-setting process, activities and outcomes. Your feedback will help the OEAA evaluate the training, methods, materials, and results of the sessions. Please do not put your name on the form as your feedback should be anonymous. Place an **X** under the response option that best reflect your opinions related to each statement below.

- 1 Indicate the level of success of various components of the standards-setting session in which you participated.

Component	Not Very Successful	Partially Successful	Successful	Very Successful
Introduction to the MI-Access Assessment			11 52%	10 48%
Standard-setting process intro. – Large group	1 5%		11 52%	9 43%
Performance Level Descriptor review		1 5%	10 48%	9 43%
Standard-setting orientation – Small group		3 14%	5 24%	13 62%
Group discussions of the panel		1 5%	7 33%	13 62%
Data presentations before Rounds 2 & 3	2 10%	1 5%	7 33%	11 52%

2. Indicate the importance of each of these factors in making your cut-score recommendations.

Factor	Not Important	Somewhat Important	Important	Very Important
Performance Level Descriptors	1 5%	1 5%	9 43%	10 48%
Your perception of the assessment's difficulty		5 24%	4 19%	12 57%
Your own professional experiences		1 5%	11 52%	9 43%
Your initial judgments (Round 1)		5 24%	9 43%	7 33%
Group discussions of the panel		1 5%	2 10%	18 86%
Feedback data provided to the panel		1 5%	8 38%	12 57%
Policy environment in the state	1 5%	5 24%	6 29%	9 43%
What students would vs. should be able to do			3 14%	18 86%

3. I understood the **task** of recommending performance standards when I did my work for:

	<i>Not Very Well</i>	<i>Moderately Well</i>	<i>Very Well</i>
Round 1		5 24%	16 76%
Round 2		1 5%	20 95%
Round 3		1 5%	20 95%

4. I understood the **data** that were provided to the panel prior to:

	<i>Not Very Well</i>	<i>Moderately Well</i>	<i>Very Well</i>
Round 2		5 24%	16 76%
Round 3		3 14%	18 86%

5. How confident are you with your *personal* classification of students at each level of proficiency?

<i>Performance Level</i>	<i>Not Confident</i>	<i>Somewhat Confident</i>	<i>Confident</i>	<i>Very Confident</i>
Surpassed the Standard			10 48%	11 52%
Attained the Standard		1 5%	7 33%	13 62%
Emerging Toward the Standard		1 5%	6 29%	14 66%

6. What strategies did you use to recommend *MI-Access* performance levels?
- Group discussion was very helpful and forced us to discuss all kids in the state.
 - Personal experience and group discussion.
 - At first glance of the test booklets, I labeled the questions either E, A, or S and then compared those again when I looked at the item booklet.
 - Personal experience, assessment administrator, and classroom teacher.
 - Zone for 1,2-single pick for 3.
 - The most difficult thing about coming was the unknown. I don't know how to prepare people for this, but that was the only downside.
 - Knowledge of students, data provided complexity of questions, discussion among group and facilitator, and EGLCEs.
 - My understanding of the students and the EGLCEs, etc.
 - How students "should" do given instruction on EGLCEs. Percent of students who scored "well" on a given item. Functional/real world item vs. science concept.
 - My former experience with standard setting, the instruction I received from the facilitators were very helpful as well.
 - Personal/professional. What we decided P-students should know. Knowing science will continue to increase in classroom.
 - Good give and take. Good discussion. Good problem-solving.
 - Expect to see improvement. Teachers need help on test protocol.
 - Item mapping; being able to make accommodation or modification for testing
7. Use the space below to make any additional comments about the process or your experience. **Thank you for taking the time to evaluate the sessions.**
- Our facilitator was quite redundant in her explanations. Even though it was clear we all understood the process and expectations. She continued to drag the process out and kept talking. She also discouraged group discussion; instead we had to wait and only let one person talk at a time, even though it was beneficial discussion. The group members worked very well together.
 - Good session!
 - Our facilitator's directions were overly repetitive and redundant. She discouraged panelists from having discussions that would have been helpful. She chastised us for working while she was talking even though she talked too much. Note: the group of panelist was great! We got along and worked well as a team.
 - I think we should have had more chances for discussion in between rounds and allowed to share information more.
 - Great process, useful in other curricular areas!
 - Please consider me again.
 - It was a wonderful experience.
 - Nice job.
 - It was great and this is great personal development to take home to my district.
 - Great food. Good accommodations. Facilitator did a good job.

Adapted from Hambleton, R. (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In Cizek, G. (Ed.) Setting performance standards: Concepts, methods and perspectives, Mahwah: NJ: Lawrence Earlbaum Associates.